Clarissa Moreno

LIM 503 - Description, Organization, and Retrieval of Information

Caroline Muglia

17 August 2021

Final Exam

Exercise

DC Element	Your answer populated here
Title	**Social media: The academic library perspective**
Creator (Last, First M.)	**Verishagen, N.**
Subject or keywords (Use controlled vocabulary LCSH for this exercise)	**Social Media; Social Media in Education; Academic Libraries -- activity programs; Academic Libraries; Library Outreach Programs; Neuromarketing; Strategic planning; College Students; Libraries and Students; Information Services**
Description (1-2 sentences, max. Either pull this from resource or develop on your own)	**Social Media: The Academic Library Perspective provides a step-by-step guide on social media as written by somebody who has already done the work. Made up of case studies written by authors at various institutions who provide different perspectives on their institution's use of social media, the book highlights successes and failures, while also focusing on tips for social media management in the academic library that anybody in the community can interpret and adapt. Social media platforms are dealt with systematically, making this an essential guide for librarians who want to use social media to the benefit of their library.**
Publisher (Include organization name, city, state)	**Elsevier Ltd., Cambridge, MA**
Contributor (This could be the same as **Creator**. If so, please add **N/A**)	**Billings, B., Blaine, M., Bryant, L. V., Christensen, Decker, E. N., Di lorio, A. S., Domenicis, H., Ewing, J., Fazekas, M., Fowler, S., Henderson, S., Hettich, D., Holt, M., Horne, B. R., Hutchison, K., Jack, E., Kathuria, S. Kremer, J., & Wilson, L.**

Date (yyyy-mm-dd, yyyy-mm, yyyy)	**2019**
Type (Use one of the following controlled vocabulary terms: text, image, sound, dataset, software, interactive, event, physical object)	**Text**
Format (Use controlled vocabulary from Internet Media Types; sometimes this element includes physical dimensions. Don't worry about that piece!)	**HTML**
Identifier (URI, URL, DOI, ISBN, ISSN...)	**DOI: 10.1016/B978-0-08-102409-6.00013-4**
Source (Could be a library call number; image from book; journal article, etc.)	**ISBN: 9780081024096**
Language (Select a value from the three letter language tags from this controlled vocabulary ISO 639)	**eng**
Relation (Related resource, if applicable)	**Chandos Publishing Social Media Series**
Coverage (Named period, date, or date range. For geographic names, use controlled vocabulary from Getty Thesaurus of Geographic Names)	**21st Century; 2011-2018; Birmingham; Atlanta; Ontario**
Rights (URI, URL link to a copyright or other statement)	**Access Limited to Subscribers https://www-elsevier-com.libproxy2.usc.edu/about/policies/copyright/permissions**

DC Element	Your answer populated here
Title	**Social media as a platform in academic library marketing: A comparative study**
Creator (Last, First M.)	**Cheng, W. W. H., Lam, E. T. H., & Chiu, D. K. W.**
Subject or keywords (Use controlled vocabulary LCSH for this exercise)	**Social Media; Social Media in Education; Academic Libraries -- activity programs; Academic Libraries; Library Outreach Programs; Differentiated Strategies; Neuromarketing; Strategic planning; College Students; Libraries and Students; Information Services; Library Users;**
Description (1-2 sentences, max. Either pull this from resource or develop on your own)	**Social media like Facebook have become popular tools for different organizations like libraries in marketing practice. To build relationships with library users, libraries hope social media can engage its user communities actively with their collections, services, and activities. This paper aims at evaluating the effectiveness of using social media as a platform in marketing through a questionnaire on the Facebook page of the University of Hong Kong Libraries (HKUL), comparing the perspectives of students and faculty members. Both the current situation of HKUL's Facebook page and the reasons affecting users' interest and participation in the page are evaluated, in order to suggest better strategies for the library to deal with the needs of library users in the future. Other university libraries can also gain new insights from the study. This**

	research has the following key findings: 1. The marketing practices of HKUL's Facebook page generally did not receive adequate attention and reactions from users; 2. Students were more engaged than faculty members in HKUL's Facebook page, as students use more varieties of library services than faculty members; 3. User needs, social media content, and interactions generally affected user acceptance of the library's Facebook marketing.
Publisher (Include organization name, city, state)	**Elsevier Inc., Ann Arbor, MI**
Contributor (This could be the same as **Creator**. If so, please add **N/A**)	**N/A**
Date (yyyy-mm-dd, yyyy-mm, yyyy)	**2020-04-04**
Type (Use one of the following controlled vocabulary terms: text, image, sound, dataset, software, interactive, event, physical object)	**Text**
Format (Use controlled vocabulary from Internet Media Types; sometimes this element includes physical dimensions. Don't worry about that piece!)	**HTML**
Identifier (URI, URL, DOI, ISBN, ISSN...)	**DOI: 10.1016/j.acalib.2020.102188**
Source (Could be a library call number; image from book; journal article, etc.)	**ISSN: 009-1333**
Language (Select a value from the three letter language tags from this controlled vocabulary ISO 639)	**eng**
Relation (Related resource, if applicable)	**N/A**
Coverage (Named period, date, or date range. For geographic names, use controlled	**21st Century; 2015-2020; Hong Kong**

vocabulary from Getty Thesaurus of Geographic Names)	
Rights (URI, URL link to a copyright or other statement)	**Access Limited to Subscribers https://www-elsevier-com.libproxy2.usc.edu/about/policies/copyright/permissions**

Reflection

Dublin Core was chosen as the method to catalog Social Media: The Academic Library Perspective and Social Media as a Platform in Academic Library Marketing as the "set of semantics for Web-based resources [is] extremely useful for categorizing the Web for easier search and retrieval" (Taylor, 2018, p. 331).This schema provides sufficient metadata that facilities the discovery internet resources with simple, natural language.

Having previously read the titles, and taken a particular interest in the subject assisted in the decision making process for cataloguing. Taking a second look at these titles to catalogue, I was meticulous in locating keywords that would assist me in locating the proper Subject Headings. An example of this can be noted in the Subject Heading "Neuromarketing."

In one of the case studies involving Instagram,students used the platform to engage with the library during orientation. Students participated in a scavenger hunt locating items around the library and posting to their feed. Posting to their Instagram feed, with the addition of tagging the library account and their associated hashtags, drives more traffic to the academic library social media pages. A creative marketing strategy to attract students to services and resources provided by the library.

This thought process continued on while reading the titles. Oftentimes, as seen above, more than one keyword would reveal itself in the thought process; such as, neuromarketing,

marketing strategies, college students, social media, etc. While the Subject Headings could continue on for Social Media: The Academic Library Perspective, an eBook, I ultimately decided on including 10 in the Subject or Keyword element.

In doing initial research to locate these resources, I was overwhelmed by the amount of information that was not available for my search "social media AND academic libraries." While many resources included social media use in libraries, I was looking for specific information regarding library services. To ensure that others searching for this particular information would be able to locate it, I included keywords that I thought I would benefit from. Choosing information that would suit me in cataloguing these items would be considered a bias, as my first thoughts were not "how can I make this resource easily accessible to our library users" but "how would I have liked this to be catalogued so that I could have located it sooner?"

The coverage element was a bit difficult to decide on. I referred back to my graded Week 2 assignment on Dublin Core, which did not provide sufficient information in this element. In order to avoid this mistake again, I went through the text to locate any type of geographical names or date ranges. I ultimately decided on including the date range 2012-2018, as the case studies included in Social Media: The Academic Library Perspective, collected data at several points in these date ranges. Also included in this element were several cities in the United States and Canada, as the case studies were conducted at the universities in these locations.

To ensure the quality of my work and the accuracy of the information provided, I highlighted keywords throughout the text that I felt would be important to myself and other users looking for this information. Once the items were highlighted and placed into a list format, I consulted the Library of Congress Subject Headings and the Getty Thesaurus of Geographic

Names website and compared the information I had to the controlled vocabularies available. To ensure the accuracy of the author and publisher information, I referred to the copyright section of the items, instead of solely relying on the resource information found on the item displayed through the catalog.

Potential outcome for users having used Dublin Core to catalogue these items , will assist a researcher locate items relevant to their needs in a way that is easy to read and understand. The list of keywords will allow for the user to use breadcrumbs to locate similar items, without using Boolean operators to find an underwhelming amount of information that is not relevant to their keywords.